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ABSTRACT

Goals and objectives appear on Individualized Education Plans (IEPs) and Individualized Vocational Education Plans (IVEPs). An IEP, required by the Education of All Handicapped Children Act, is a document that outlines the delivery of educational services, instruction, and responsibilities for each student identified as disabled. An IVEP, required by the Carl D. Perkins Vocational Education Act, is a document that describes the services, activities, and adaptations necessary for a disabled vocational student to complete the program successfully. Good objectives in IEPs and IVEPs are understandable, measurable, and define when they have been accomplished. They prescribe the conditions under which they will be attempted, the required behavior, and the criteria for successful completion. Career development objectives at the elementary education level should emphasize career awareness in the areas of daily living, personal and social skills, occupational guidance, and occupational preparation. At the junior high or middle school level, they should emphasize career exploration. At the secondary education level, they should be based on the individual needs of the student. The need for services such as long-term financial support, transportation, and medical services should be identified in the IEP or IVEP to help the student make the transition from school to work should appear on the IEP or IVEP. (CML)

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WRITING GOALS AND OBJECTIVES FOR INDIVIDUALIZED EDUCATION PROGRAMS (IEPs) AND INDIVIDUALIZED VOCATIONAL EDUCATION PROGRAMS (IVEPs)

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1989-90

Abstract: The basics of Individualized Education Programs, Individualized Vocational Educational Programs and writing good goals and objectives are addressed in this module. Examples of goals and objectives are given for elementary, junior high and secondary levels.

CE 055 347

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Overview

The writing of good goals and objectives is a challenge for all educators. Educators must be concerned with writing quality goals and objectives which clearly state the learning which will take place. Not only must quality be a concern but the content of goals and objectives should address the appropriate career education phase. Well written goals and objectives are critical to ensure that parents, resource personnel and teachers understand what to expect and how to provide appropriate instruction.

Terminology

Individualized Education Plan (IEP)	A written document which outlines the educational plan program for a student who has been labelled as being handicapped by the local school district.
Individualized Vocational Education Plan (IVEP)	A document required [in Missouri] for all disadvantaged students who are receiving vocational education services which describes the services, activities, and adaptations necessary for a student to successfully complete the vocational program *(Tucson Unified School District, 1989).*
Career Education	The process of systematically coordinating all school, family, and community components to facilitate each individual's potential for economic, social and personal fulfillment and participation in productive work activities that benefit the individual or others *(Kokaska & Brolin, 1985).*
Transition	Vocational transition is a carefully planned process, which may be initiated either by school personnel or by adult service providers, to establish and implement a plan for either employment or additional vocational training of a student with a disability who will graduate or leave school in three to five years; such a process must involve special educators, vocational educators, parents and the student, an adult service system representative, and possibly an employer *(Wehman, Kregel & Barcus, 1985).*

Frequently Asked Questions

Q. What is the purpose of an IEP/IVEP?

A. The IEP is a written document which serves to outline the delivery of educational services, instruction and responsibilities for a student who has been identified as having a disability. The intent of the IEP, as outlined in P.L. 94-142, the Education Of All Handicapped Children Act, is to tailor an educational program which is based on the needs of each individual student.

The IVEP outlines the needs of all disadvantaged students who receive vocational training through the Carl D. Perkins Vocational Education Act. The IVEP is based on an assessment of the student's interests, abilities and special needs which provides a vehicle for personnel working with the student to describe the student's needs and the goals to be attained while in the vocational program.

Q. Who participates in writing the IEP/IVEP?

A. An interdisciplinary team is responsible for the development of the IEP/IVEP. P.L. 94-142 requires that participants in writing the IEP must include:

- a representative from the school other than the teacher who is qualified to teach or supervise the educational program,
- the child's teacher,
- the parents, and
- other individuals at the request of the parents or the school *(Turnbull, Strickland & Brantley, 1978).*

The interdisciplinary team for the IVEP may include the student, parent, basic skills instructor, vocational special needs counselor, sending school counselor, and vocational instructor.

Q. What are the components of the IEP?

A. Although there is no one format for the IEP, there are several components which must be included, as outlined in P.L. 94-142. These components include:

- **Present Level of Educational Performance**--a statement of the child's current strengths and weaknesses which have been identified through formal and informal assessment information.
- **Annual Goals**--based on needs stated in the present level of educational performance. Annual goals are statements about what the student is expected to accomplish within one year.
- **Short Term Objectives**--statements which describe the objective, in behavioral terms and act as specific guidelines for accomplishing the annual goal.

- **Documentation**--of the specific educational and related services which will be provided for the child.
- The **Extent of Time in Regular Education**--which addresses the least restrictive environment for the child.
- **Initiation and Duration Dates**--projected dates the services will begin and be terminated.
- **Evaluation Procedures and Schedule**--to determine mastery of short-term objectives at least on an annual basis *(Turnbull, Strickland & Brantley, 1978).*

The IVEP is not as long and involved as the IEP but does need to include the following components:

- Present level of performance.
- Documentation of eligibility for early entry and reason/justification for early entry, including the assessment information about the student.
- The program the student is going to enter and the long range vocational goals.
- A tentative listing of vocational, related courses and other courses to meet the student's overall education plans.
- The resource and support services needed, including any modifications or adaptations necessary for the student to succeed.
- The goals and objectives the student should accomplish in a given time period.
- Annual review date.
- A transition plan for the student upon leaving the program or long range plans for placement or further training *(Kearns, Hughey & Boyer-Stephens, 1988).*

Q. **How do I know I have written a good objective?**

A. There are three components to objectives which if broken down, will assist educators to write objectives which are understandable, measurable and define when the objective has been accomplished. A well written objective should: a) describe the conditions which will exist when the behavior is to be taught and evaluated, b) describe the specific behavior which the student is expected to perform in both measurable and observable terms, and c) describe the criteria of acceptable performance by which the outcome will be measured *(Noie & Bradley, 1985).*

The three components are identified in the example below:

condition:	while working in the school cafeteria during lunch
behavior:	the student will work continuously with no interruptions
criteria:	for forty minutes for ten consecutive days

Probably the best way to determine if an objective is well written is to read it and see if it is understandable and makes sense!

Q. **What are some examples of career education goals and objectives which should be included in the IEP when a child is in elementary school?**

A. At the elementary level the goal of career development is to emphasize career awareness in the areas of daily living, personal/social, and occupational guidance and preparation. Attitudes, information and self-understanding are the primary elements of career awareness which should be emphasized during the elementary school years. With this in mind, the interdisciplinary team must be careful to write objectives which describe awareness, information and self-understanding in measurable and observable terms. For example, it is impossible to observe and measure this objective:

The student will understand what clothes to wear for the weather.

A better way to write this objective might be:

After instruction about appropriate dress for the weather, the student will dress appropriately for the weather for 5 consecutive days as charted on a weekly log.

Other examples of objectives which use observable and measurable terms to describe instruction in career awareness include:

- After instruction using a variety of learning activities, the student will list 5 physical characteristics they possess with 100% accuracy.
- Through research on various jobs, the student will list the major job duties for three jobs with 100% accuracy.

Q. **What types of objectives should be addressed at the junior high/middle school level and what are some examples?**

A. During the junior high school years, career exploration must be emphasized. It is during this phase of career development that students begin a closer examination of various aspects of their abilities and interests, the world of work, life styles and the personal/social skills necessary for adult life. Through a variety of instructional experiences, junior high students can become better prepared to plan future career preparation activities.

Some examples are:

- After observing five different jobs in the community, the student will list 3 skills needed to perform one job with 100% accuracy.
- With the use of an identification card, the student will independently complete a sample job application form for 5 different applications.
- While at the community laundromat, the student will independently wash, dry and fold one load of laundry with 100% accuracy for 6 consecutive trips to the laundromat.

- At each community vocational training site (four different sites per year), the student will independently perform each task with 90% accuracy for 5 consecutive sessions each.

Q. **How would objectives differ for students in the various vocational training programs available at the secondary level? What are some examples?**

A. Regardless of the vocational options available to students at the secondary level, it is critical to write goals and objectives based on the individual needs of students. If, for example, a student needs to receive ongoing supervision while on the job training site, objectives such as this might be written:

> During a sixty minute work period, the student will be on task (approximate manipulation of work materials and no unnecessary talking) for 6 out of 6 spot checks for 10 consecutive sessions *(Noie & Bradley, 1985).*
>
> After supervised mobility training, the student will independently ride the city bus to and from the work site for 5 consecutive days.

For a student who is involved in the cooperative work program, objectives reflecting the students needs should be written. Two examples might be:

> Based on weekly evaluation from the employer, the student will receive "good" marks on 95% of the items on the checklist for 10 consecutive weeks.
>
> Using a calculator, the student will independently balance his checking account record each month for 5 consecutive months.

By using the competency profiles in the Vocational Instructional Management System (VIMS), the interdisciplinary team may prepare vocational objectives for students with special needs. The VIMS competencies provide a framework for identifying the competencies the student will learn in the vocational program. Example objectives which could be derived from the VIMS competency list for Auto Mechanics might be:

> After instruction in steering and suspension systems, the student will identify, by pointing, the conventional suspension systems on an actual vehicle with 100% accuracy.
>
> After instruction in steering and suspension systems, the student will identify by pointing, the MacPherson strut suspension systems on an actual vehicle with 100% accuracy.

After instruction in steering and suspension systems, the student will identify, by pointing, the rear suspension systems on an actual vehicle with 100% accuracy.

Q. How does the interdisciplinary team identify adult service and other transition needs in the IEP/IVEP?

A. There are many services which a student may need to make a smooth transition from school to adult life. These may include:

1. Income/Financial Support
2. Long Term Financial Support
3. Other Insurance (medical, life, health, etc.)
4. Vocational Placement/Training
5. Residential Placement
6. Personal Management Needs
7. Community Leisure Options
8. Transportation
9. Medical Needs
10. Advocacy/Guardianship

(North Dakota Department of Public Instruction, Department of Human Services, State Board of Vocational Education, undated.)

These service needs should be addressed in the IEP/IVEP, with the responsible person who will implement the service goal identified. Although the transition goals are individualized, they differ from the other goals in the IEP/IVEP in that they are not based on student performance. For example, applying to the Department of Mental Health for supervised apartment living might be implemented by the parents.

Other examples of the transition goals might be:

To prepare for entry into postsecondary technical training and to receive financial assistance, the teacher will refer the student to the Division of Vocational Rehabilitation by (date).

To become aware of jobs available in the community, the parent will assist the student in applying to Job Service by (date).

To secure transportation to work, the parent will contact Older Adults Transportation System (OATS) by (date).

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